Introducing the Vermont Early Learning Standards: A Guide for Presenters

A few words:

Thank you for agreeing to participate as a trainer for "Introducing the Vermont Early Learning Standards." This is an exciting moment in early childhood education and we are pleased to have knowledgeable and experienced professionals such as you involved in bringing this information to the field. We firmly believe it is a win-win situation for everyone as professionals, children, and parents will benefit from consistent and developmentally-based expectations.

We are convinced that simply handing out the standards or providing a fleeting introduction will be of little value and have minimal effect. To properly introduce VELS to others, at least 2 ½ hours should be set aside. This will permit participants to thoroughly examine the materials, gain some experience in applying the standards, and have their questions answered. This is <u>not</u> a course in curriculum development or assessment; rather, it shows how VELS can be a integral component that can be woven into those skill areas.

To assist you in presenting the Vermont Early Learning Standards (VELS) to others, materials have been prepared for your use. This will make your job easier and provide greater consistency throughout the sessions held across the state. Included in this guide you will find:

- Materials Checklist
- Presenter's Guide with activities
- Support materials (hand-out masters, transparencies, video clip, disk)

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• Vermont Early Learning Standards

Obviously, you are free to adapt the materials or add other activities in your presentations.

Effective staff development is an art. Simply providing a person with this guide will not guarantee a presenter's confidence or effectiveness. For this reason, we encourage you to initially organize and conduct training sessions in teams. The participants will appreciate differing perspectives and experiences and it will make your job easier. Also, realize that the participants have a great deal to offer as the information is presented. Capitalize on their knowledge and experience. Finally, have FUN!

Work with others in teams Materials Checklist

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Before the session

flipchart and video with more video clips for presenter's out	onitor or presentation utline
overhead transample of chiregistration sinametags (op	ldren's work gn-up sheet
For participants: copies of pre and po	agenda ost surveys (two per person) of VELS per participant
	Lights brochures umentation forms adult tables with 6-8 chairs at each, presenter's table with video,
Pre- and I	
evaluation	n results (tabulated summary based upon your current workshop n form) veek of the training, send above items to:
Jim So Vermo 120 S Montp	quires, Early Childhood Programs Coordinator ont Dept. of Education tate Street pelier, VT 05620 28.3892

Introducing the Vermont Early Learning Standards: A Guide for Presenters

I.	Welc	come and Introductions	:05
п.	Testina.	 ang for Knowledge and Beliefs Administer & collect survey "Line Dance" based upon questions in survey- OVERHEAD 1. Having early learning standards is a good thing for 2. Standards-based curriculum is rigid and lessens opposite for play. 3. There is strong agreement on what children should do when they enter kindergarten. 4. Parents will love VELS. 5. Standards means we are moving toward the standar of what and how we teach. 	children. cortunities know and
III.	Goals a. b. c. d.	s for the Session - OVERHEAD Become familiar with VELS, its language, and contents Understand how to use VELS when designing curriculum Use VELS as a means to select assessment tools/procedures Support parent conferences on children's development using	:05 VELS
IV.	Stand	dards and Early Childhood	:15
	a.	National standards movement across business and education	n
	b.	 Vermont standards Program/ professional standards use props (VFSLO, HS Performance Standards, Nacreditation booklet, etc.) Performance standards- what children can know, does a. Vermont early educators react cautiously vermont Framework of Standards and Lease Opportunities for PreK-Grade 12 b. Early educators wanted something more and 	o, behave to arning

c. Developing VELS

- 1. Survey of national standards and guidelines
- 2. Repeated feedback loops from field
 - over 100 early educators and administrators from Head Start, child care, public schools, Parent Child Centers, colleges and universities, faith-based programs, health providers, parents
- 3. Adoption by Early Childhood Steering Committee
- 4. National review by Georgetown University
 - received "A" rating for research base in literacy and math

V. Advantages & Considerations of VELS

:20

- a. * ask group to brainstorm advantages and considerations
 - share comments & write on

b. Advantages

- consistency across settings
- developmentally appropriate expectations
- common language
- research-based
- guides curriculum development and choice of assessment instruments/procedures
- provides basis for suggesting referrals
- standards does not mean standardization of early childhood programming
- validates contributions of quality early childhood programs

c. Considerations

- lose sight of individual child
- "one size fits all" approach to early childhood
- children with special needs held to same expectations
- VELS will become an assessment
- VELS will be a gatekeeper to kindergarten

d. Should and Should Not's of Using VELS

- OVERHEAD
- Ask group to identify others

HAND OUT COPIES OF VELS NOW

VI.	Guiding Principles			
	a.	Turn to page in VELS		
	b.	Pair with another to share the one that you think is really crit	ical.	
	c.	Principles form the foundation/guiding light for using stand - indications of what we value	lards.	
VII.	How	How To Read VELS :20		
	a.	Group turns to page 6/7 – show OVERHEAD		
	b.	Discuss parts		
		- Domain		
		- Outcomes		
		- Goals & Definitions		
		- Examples (not an exhaustive list!)		
		- Adults/Environment Support		
	<i>c</i> .	Activities (choose among options)		
		1. Scavenger Hunt (Hand-out)		
		2. Bubbles cartoon fill-in		
		3. Explore a domain in detail		
		- small groups look at one or two different domains		
	d.	A word about Play		
		 Contained in every domain 		
		- Cartoon at end of document		
VIII.	Helr	oing Others to Apply VELS to Their Work	:30	
	•			
	a.	OVERHEAD		
		- Guide your observation		
		- Assist in selecting a strong and appropriate assessn	nent tool	
		and procedure		
		- Inform your curriculum		
		- Other ways		

(OK if not observed)

Observing the Standards - VIDEO/Work Samples

assign small groups to observe for one or two domains show short video clip or use samples of children's work discuss in small groups/ ask if any group found no evidence

b.

c. Standards-Based or Standards-Linked Curriculum Design

- Part B (Observing the Standards) is an example of standards-linked curriculum design/assessment
- OVERHEAD
 - a. Standards-Based= Developing curriculum knowing what you want to the children to gain (intentional)
 - b. Standards-Linked= After-the-fact association to see what children have gained (incidental)
 - c. Should be a combination
- This is <u>NOT</u> a curriculum development or assessment workshop; rather, it shows how VELS is a guide to be applied for those types of learnings.
- Curriculum can be viewed as:

What x When x How x Who x For Whom x Where WHY (VELS is the why!)

 Future sessions will be held to show how the standards for each domain can be integrated into curriculum, teaching, and assessment.

IX. Next Steps

:05

- a. A wall chart showing the "Cliff Notes" of VELS will be printed and distributed.
- b. VELS will appear on-line at www.ahs.state.vt.us/EarlyChildhood
- c. A Parent's Guide to VELS will be developed.
- d. Future professional development opportunities will use VELS as a framework. Sessions will be offered throughout the state as part of Northern Lights.
- X. Questions, Answers, & Suggestions

:15

XI. Post-Session Survey (collect)
IPDP Documentation Forms Distributed

:05

TOTAL TIME: 2:30

"Not everything that counts can be counted. Not everything that can be counted counts."

Albert Einstein

DOIN' THE "VELS" LINE DANCE

- 1. Having early learning standards is a good thing for children.
- 2. Standards-based curriculum is rigid and lessens opportunities for play.
- 3. There is strong agreement on what children should know and do when they enter kindergarten.
- 4. Parents will love VELS.
- 5. Standards means we are moving toward the standardization of <u>what</u> and <u>how</u> we teach.

Introducing the Vermont Early Learning Standards

Goals for the Session

- Become familiar with VELS, its language, and contents
- Understand how to use VELS when designing curriculum
- Use VELS as a means to select assessment tools & Procedures
- Use VELS to understand children's development and their progress and support sharing developmentally appropriate information with parents

Using Standards in Early Care and Education

Advantages

- consistency across settings
- developmentally appropriate expectations
- common language
- research-based
- guides curriculum development and choice of assessment instruments/procedures
- provides basis for suggesting referrals
- standards does not mean standardization of early childhood programming
- validates contributions of quality early childhood programs

Considerations

- lose sight of individual child
- "one size fits all" approach to early childhood
- children with special needs held to same expectations
- VELS will become an assessment
- VELS will be a gatekeeper to kindergarten

Should and Shouldn'ts

VELS **SHOULD** be used to:

- Inform families about the development and capabilities of their children who are about to enter kindergarten;
- Help early educators develop curriculum and teaching strategies;
- Guide educators in working with learners from a variety of backgrounds with differing abilities;
- Support referrals of children to qualified specialists when concerns about development become apparent;
- Focus a conversation among families, community members and legislators about the education of young children; and,
- Link the development and learning of young children to the future curriculum goals and learning outcomes of public schools.

VELS **SHOULD NOT** be used to:

- Assess the competence of young children (VELS is not designed to function as a test);
- Diagnose and "label" children;
- Require specific teaching practices or materials;
- Determine rewards or penalties for educational personnel or programs; or
- Prohibit any child from participating in early childhood programs or entering kindergarten.

ANATOMY OF VELS

- Domain
- Outcomes
- Goals & Definitions
- Examples (not an exhaustive list!)
- Adults/Environment Support

VERMONT EARLY LEARNING STANDARDS

Domain

Approaches to Learning

Rationale

s early as infancy, children display some of the dispositions and styles of learning that lead to success in school. Some children seem to be born well-organized and bursting with initiative while others require some structure and encouragement active, hands-on exploration while others may observe quietly as they learn new inforas they discover their unique capacity as learners. Some children participate readily in

own learning in this process as the child nurtures initiative and habits for life-long learning. develop a sense of wonder, a willingness to participate, persistence in their efforts, and the ability to connect past learning to new situations. These dispositions and skills will better enable children to construct meaning about the world around them and attain new levels of mastery. Adults must ensure that every child has the opportunity to direct his or her however, will be as varied as the individuals themselves. It is important for children to

Choose to participate in an increasing variety of activities, tasks, and play areas. a. Demonstrate an eagerness and interest in learning through questioning and Initiate questions about people, things, and the world around them. Invest time in an activity, and pursue it for a meaningful period of Increase ability to generate several approaches to carry out a task. Increase their ability to understand a task as a series of steps. Seek and/or accept help from another child or adult when Increase their ability to organize themselves and materials. a. Initiate play with peers that is engaging and long lasting. Goal Area Enter into and play cooperatively with other children. Reflect upon events and experiences. Use prior knowledge to understand new experiences. Increase ability to generate several approaches to c Pursue alternative approaches to problem-solving. DEFINITION. Engage in activities that are new and unfamiliar. Follow through to complete tasks and activities. EXAMPLES time despite distractions and interruptions encountering a problem. adding ideas Children demonstrate an increased ability to show initiative, Children demonstrate an increased ability to establish goals, Children use their prior experiences, senses, and knowledge accept help, take risks, and work towards completing tasks. mation. All children, regardless of innate abilities or the presence of disabilities, are able to Children demonstrate an increased ability to identify, Children engage in play as a means to develop their LEARNING GOALS & DEFINITION and a willingness to learn and be successful. The ways in which they approach new learning opportunities, evaluate and provide possible solutions to problems. VFSLO A.3-5, B.1, B.3-5, D.1-2, E.1-3 develop and follow through with plans. VFSLO 2.6, 2.7, 2.8, 2.10 - 2.12, 2.14 VFSLO 2.9, 210, 2.11, 2.14, 3.14 participate in tasks and challenge individual approach to learning. 2. Curiosity and Initiative Outcomes 4. Self-organization to learn in new ways. VFSLO 2.1 - 2.14 VFSLO B.4, C.3 3. Persistence 5. Reasoning 6. Application Assessment & Reporting, and positive attitudes, habits and Connections, Best Practices Engagement & Persistence, Vermont Framework of Standards → Learning Opportunities-Reasoning and Problem Reasoning & Problem Initiative & Curiosity, Children demonstrate DOMAIN Access, Instruction, I. Approaches to 'Head Start Child Outro Lornning Opportunities learning styles. Vital Results-→ HSCOF VFSLO

Standards-Based or Standards-Linked Curriculum?

Standards-Based = Developing curriculum knowing what you want to the children to gain (intentional/planning).

Standards-Linked = After-the-fact association to see what children have gained (incidental/assessment).

VELS IS <u>NOT</u> A CURRICULUM!

Vermont Early Learning Standards Survey

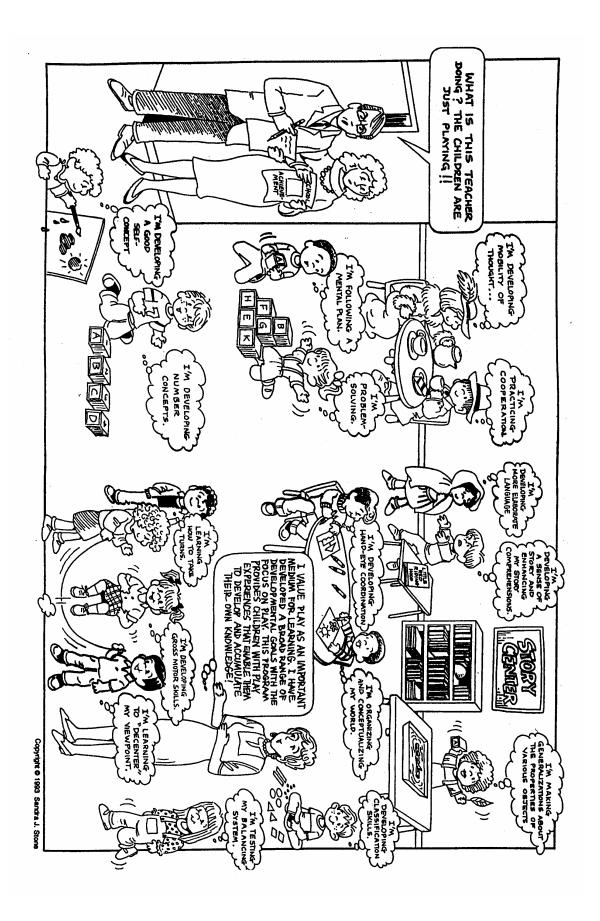
Position:	administratorprofessional dev. providerteacher (Preschool)teacher (Kindergarten) parentother ()					
Setting:		eHead Startpu Other (support agency		
Check o	ne: Beginn	ing of sessionEnd of	session			
1. How fami	iliar are you w 2	vith the Vermont Early Lo	earning Stan	dards? (circle one)		
Very famili		Rather familiar	т	Clueless		
ye	es h agreement i	ght domains of knowledgeno s there among different ea en level) as to appropriate	arly childho	od professionals		
_	dergarten? (ci		_			
1 E11 A	2	3	4	5 N- A		
Full Agree	ement	Some Agreement		No Agreement		
development children? (ci 1	t and consister rcle one)	be in providing greater unity of expectations for per		ng with young 5		
Very valua	able	Rather valuable		Of little value		
		be in providing parents w or children entering kind	_	understanding about 5		
Very valua		Rather valuable	7	Of little value		
		S be in terms of planning				
l Very valua	2 able	3 Rather valuable	4	5 Of little value		
		S be for selecting appropr	riate assessn	nent measures for		
children's de 1	evelopment an 2	d progress?	4	5		
Very valua		Rather valuable	7	Of little value		
8. Will VEL yes	S benefit your pos	_	unsure			
Comments:				НО-1		

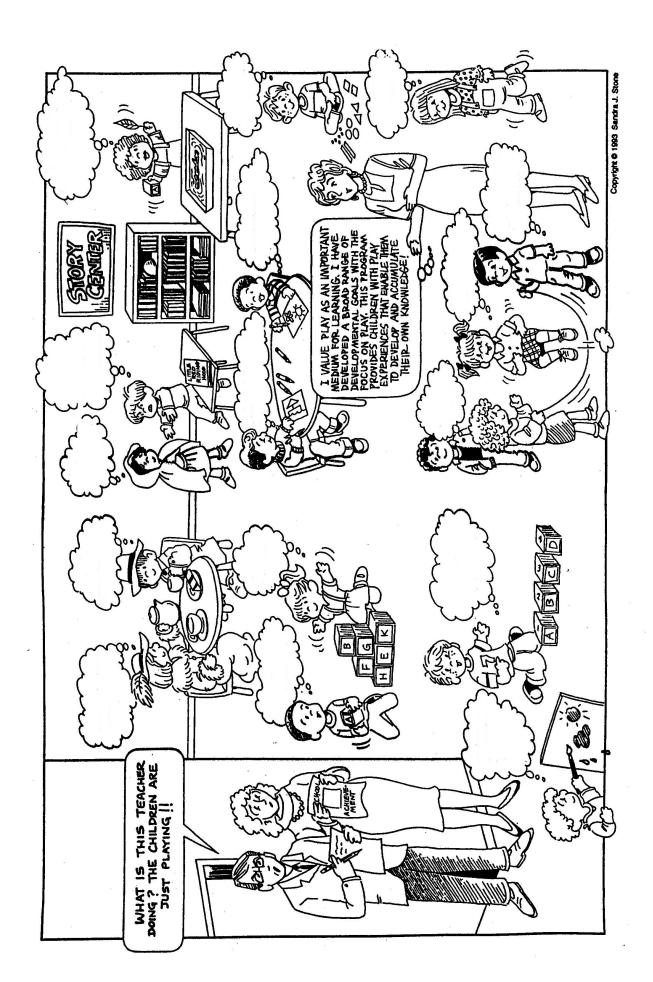
Introduction to

The Vermont Learning Standards: Guiding the Development and Learning of Children Entering Kindergarten

Date & Time Location Presenter

- I. Welcome & Introductions
- II. Testing for Knowledge, Beliefs & Opinions
- **III.** Goals for the Session
- IV. Standards and Early Childhood: A Match Made in
 - National
 - Vermont
- V. Advantages and Considerations
- VI. Understanding VELS
 - **Guiding Principles**
 - Nomenclature
 - Domains of Development and Learning
- VII. Understanding and Applying the Standards
- VIII. Standards-Based or Standards-Linked Curriculum?
- IX. Q & A, Reflections, Next Steps
- X. Assessing Our Learning
- XI. Adjourn

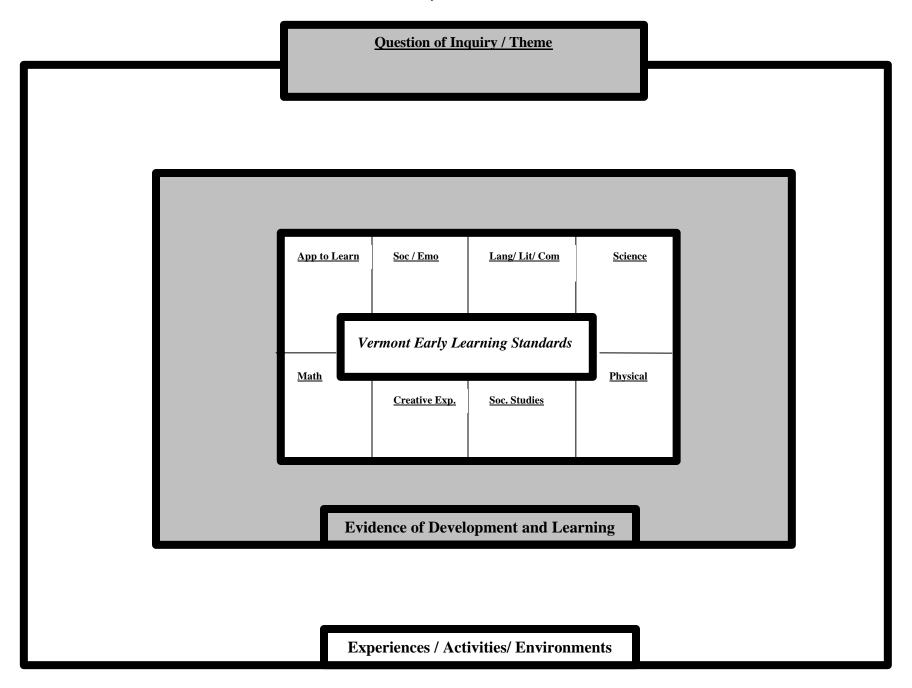




Introducing the Vermont Early Learning Standards Participant List

Location:		Presenter	Date
Name	Position	Program	E-Mail

HO-3



Looking at School Readiness Through Johari's Window

What is appropriate for kindergarten teachers to expect of children entering school to know, do, and how to behave?

TODAY	/
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Kindergarten Teachers

Preschool Educators

	Know	Don't Know
Know		
Don't Know		

<u>TOMORROW</u>		Kindergarten Teachers		
		Know	Don't	
			Know	
Preschool	Know	VELS		<u>Parents</u>

Educators

Don't Know Research